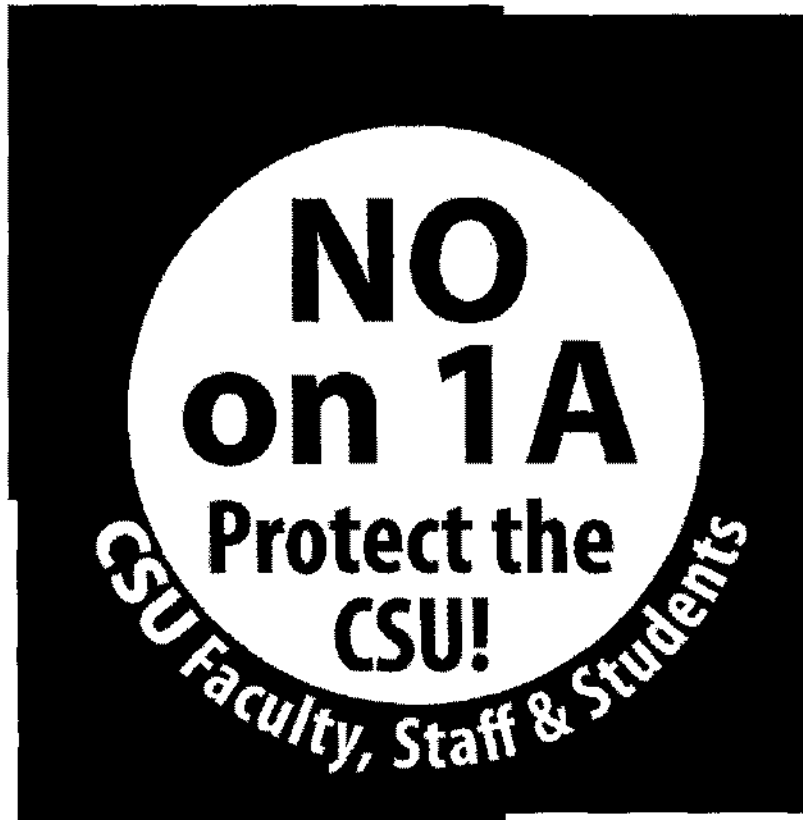


SPECIAL ELECTION

May 19, 2009



If Prop 1A passes...

- It will institutionalize more than 10 years of budget cuts to the CSU
- Students will pay more and get less
- Thousands of qualified students will be turned away from the CSU
- Faculty and staff will be laid off from their jobs



**OPPONENTS OF PROP 1A INCLUDE: California Faculty Association,
CSU Employees Union, Academic Professionals of California**

**LEARN MORE AT
www.VoteNoOn1A.com**

CALIFORNIA FACULTY ASSOCIATION, SAN MARCOS

MAY 19 SPECIAL ELECTION, PROPOSITION 1A

Vote "NO" on 1A (League of Women Voters of California, California Faculty Association, SEIU, Congress of California Seniors, California Federation of Teachers, AFSCME and others.)

- Commonly referred to as a "budget cap," Proposition 1A would institutionalize more than ten years of budget cuts to the CSU and make it nearly impossible for the system to return to even 2002 funding levels.
- Creates a "Rainy Day Fund" called the Budget Stabilization Fund (BSF) that will ultimately become a slush fund that would allow unlimited borrowing and "pork barrel" spending."
- Requires that 3 percent of annual general fund revenue be diverted from the budget and deposited into a "Budget Stabilization Fund" until the BSF balance equals 12.5 percent of General Fund revenues – even in a year like this when we are in the depths of a recession and State revenues are falling.
- It gives the Governor and the Director of the Department of Finance unprecedented power without consultation or consent of the legislature to make mid-year cuts of up to 7 percent to unprotected segments of the state General Fund – like the CSU.
- Sets a baseline for funding in perpetuity, but it provides only short-term (and regressive) tax increases. It has been touted as a "compromise" but it is a profoundly unbalanced one: a permanent spending cap coupled with only short-term and inadequate increases in revenue.
- Extends several regressive tax increases for up to 2 years.

In summary, Prop 1A is a shortsighted, short-term prescription for a chronic and incurable disease. The disease that plagues California is a budget process that abides systemic budget shortfalls and makes the state general fund subject to extreme swings in revenue. While we all agree that a "rainy day" fund (already established by Proposition 56 in 2004) may be prudent fiscal policy, this particular version that diverts revenues even in the worst of economic times and without regard for the financial woes the state is currently facing is unacceptable.

If the governor and legislature are serious about addressing the long-term systemic budget problems facing this state, their solutions must contain real reform in taxation, modified formula funding and adjustments in the control that a very small minority in one party can wield over our budget process.



YES! I want to help!

I will...

- Vote NO on 1A
- Make phone calls to protect Higher Education
- Help with the Special Election
- Write a letter to the Editor
- Add me as a friend to campus Facebook or MySpace page
- Help make a YouTube video
- Talk to my friends and family
- Register to Vote (or update my current registration)

Please contact me...

I am: Faculty Staff Student Admin Community Supporter

Campus Affiliation: _____

Name: _____

Email: _____

Phone: _____

Mailing address: _____

**Together we *can* create a bold new
vision and direction for the CSU**

Return to California Faculty Association-CSUSM in ACD103 - Information at www.calfac.org

PROGRAM ASSESSMENT COMMITTEE (PAC)

Submitted by Laurie Stowell

Members: Maureen Fitzpatrick/CoAS, Alberto Ribas/CoAS, Marion Geiger/CoAS, Camille Schuster /CoBA, Gabriela Sonntag/Library (Chair), Laurie Stowell/COE (co-chair) David Barsky/Academic Programs , Gerardo Gonzalez/Graduate Studies, Marie Thomas/Learning Outcomes Assessment Faculty Fellow (LOAF), Karen Irwin/Provost's Office

Accomplishments this year:

- This has been a year of transition. PAC did not bring a completed Program Review Policy to the Academic Senate this year, but we have done a fair amount of rethinking about the policy that did not pass, especially about how to integrate program review with other review cycles (such as annual assessments, CoAS HAPC proposals, etc.). We need to consider how to constructively engage the dean's offices. To this end, we met with Dean Golich, Associate Dean Formo and Provost Cutrer to understand how we might integrate the Program Review Process into existing processes in the CoAS. We believe professional programs (such as nursing, education and business) should be able to substitute their accreditation reports for Program Review. Rather than rush a document through Academic Senate that only begins to describe a better policy, we are being more thoughtful about how to include program review into the fabric of university decision making
- With the approval of an Academic Senate Resolution and funding approval by Dr. David Barsky and Provost Emily Cutrer, we solicited applications from interested faculty and recommended Dr. Marie Thomas as our first Learning Outcomes Assessment Fellow (LOAF). She joined PAC meetings and met regularly with faculty and departments to assist in assessment plans.
- We met with Dr. Jennifer Jeffries and the WASC visiting team as part of the university accreditation process.

Status of Program Reviews

Program reviews completed during this yr:

- Visual and Performing Arts
- Spanish BA and MA
- Psychology MA

On track:

- Communication
- Women's Studies
- Business BA and MA
- Sociology

Program reviews still underway:

- Human Development
- Literature and Writing

Delayed:

- EDUC MA
- Liberal Studies
- Biology
- Computer Science

Recommendations for next year

- The first order of business is to work on and solicit feedback about a new program review policy. The goal should be to present this policy to Academic Senate by the end of the fall semester.

We recommend continued development of the assessment website, and further development of the PAC guidelines for reviewing the annual assessment reports/plans to provide better quality feedback to the programs.

PROMOTION AND TENURE COMMITTEE (PTC)

Submitted by K. Brooks Reid

The University Promotion and Tenure Committee reviewed 20 files of candidates during the review period February 10, 2009 through March 23, 2009. Of the 20 candidates, 12 untenured candidates were reviewed for promotion to Associate Professor with tenure, 1 untenured candidate was reviewed for tenure and promotion to Full Professor, 5 tenured candidates were reviewed for promotion to Full Professor, and 2 candidates were reviewed for tenure. The Committee met with the appropriate PRC and Dean in cases that the PRC, the Dean, and the Promotion and Tenure Committee did not agree.

Curriculum for Consent Calendar
May 6, 2009

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Rec'd AP	To UCC/ Senate	UCC Action/ Appr.
BIOL	503	403	Genomics and Proteomics	C-2	Matthew Escobar	3/4/09	3/9/09	4/27/09
BIOL	503L	403L	Genomics & Proteomics Lab	C-2	Matthew Escobar	3/4/09	3/9/09	4/27/09
CHEM	491		Topics in Biochemistry	C-2	Jackie Trischman	2/19/09	3/9/09	4/27/09
CRIM	P-2		B.A. in Criminology and Justice Studies	P-2	Linda Shaw	2/19/09	3/9/09	4/27/09
CS	590		Introduction to Research & Publishing in Computer Sc	C	Rika Yoshii	3/26/09	4/17/09	5/4/09
ECON	328		Economics of Sports	C	Robert Rider	3/4/09	3/9/09	5/4/09
ECON	610		Global Managerial Economics	D	Robert Rider	2/12/09	3/9/09	4/27/09
EDMI	522		Middle Level Literacy II	C-2	Laurie Stowell	4/10/09	4/17/09	5/4/09
EDMI	543		Middle Level Mathematics Education	C-2	Rong-Ji Chen	4/10/09	4/17/09	5/4/09
EDMI	544		Middle Level Social Studies Education	C-2	Janet McDaniel	4/10/09	4/17/09	5/4/09
EDMI	545		Middle Level Science Education	C-2	Moses Ochanji	4/10/09	4/17/09	5/4/09
EDST	641		Designing Online Experiences for Teaching & Learning	C	Katherine Hayden	4/28/09	4/28/09	5/4/09
EDUC	608		Essential Elements of Adult Learning Theory (3 units)	C	Katherine Hayden	4/28/09	4/28/09	5/4/09
EDUC	609		Essential Elements of Adult Learning Theory (2 units)	C	Katherine Hayden	4/28/09	4/28/09	5/4/09
GBM	497		Global Management Experience	C-2	Gary Oddou	3/26/09	4/17/09	5/4/09
KINE	P-2		B.S. in Kinesiology, Option in Physical Therapy	P-2	Kara Witzke	3/9/09	3/9/09	4/27/09
KINE	205	307	Techniques & Analysis of Team Court Sports	C-2	Paul Stuhr	3/23/09	3/26/09	4/27/09
KINE	206	308	Techniques & Analysis of Field Sports	C-2	Paul Stuhr	3/23/09	3/26/09	4/27/09
KINE	208	309	Techniques & Analysis of Track & Field	C-2	Paul Stuhr	3/23/09	3/26/09	4/27/09
KINE	402		Applied Theory of Teaching Team, Individual & Dual Sports	C-2	Kara Witzke	3/23/09	3/26/09	4/27/09

KINE	407		Principles of Health Promotion and Education	C	Kara Witzke	3/23/09	3/26/09	4/27/09
LTWR	P-2		M.A. in Literature & Writing Studies	P-2	Martha Stoddard Holmes	3/23/09	3/26/09	4/27/09
LTWR	211		Introduction to Women's Literature (<i>crosslisted</i>)	C	Oliver Berghof	2/26/09	3/9/09	5/4/09
MASS	424		Media Genres	C-2	Jonathan Berman	2/26/09	3/9/09	4/27/09
MATH	270		Basic Discrete Mathematics	C-2	Linda Holt	3/2/09	3/9/09	4/27/09
MGMT	420		Personnel Selection & Appraisal	C	Ted Shore	3/26/09	4/17/09	5/4/09
PSCI	493		Senior Seminar in Political Science(supervision setting)	C-2	Cynthia Metoyer	2/12/09	3/9/09	4/27/09
PSCI	494		Senior Seminar in Political Science	C-2	Cynthia Metoyer	2/12/09	3/9/09	4/27/09
SOC	P-2		B.A. in Sociology	P-2	Linda Shaw	2/19/09	3/9/09	4/27/09
SOC	489		Topics in Critical Race Studies	C-2	Linda Shaw	2/26/09	3/9/09	4/27/09
WMST	211		Introduction to Women's Literature (<i>crosslisted</i>)	C	Sheryl Lutjens	2/26/09	3/9/09	5/4/09
WMST	495		Internship in Women's Studies	C-2	Sheryl Lutjens	2/26/09	3/9/09	4/27/09

Consent calendar addition – Academic Senate 05.06.2009

BIOL175 (C2)	Intro to Human Anatomy & Physiology I
BIOL176 (C2)	Intro to Human Anatomy & Physiology II
BIOL177 (C)	Intro to Human Anatomy & Physiology for Kinesiology I
BIOL178 (C)	Intro to Human Anatomy & Physiology for Kinesiology II
P2-Form	B.S. in Kinesiology, Health Science Option
P2-Form	B.S. in Kinesiology, Applied Exercise Science Option
P2-Form	B.S. in Kinesiology, Pre-Physical Therapy Option

The California State University
OFFICE OF THE CHANCELLOR

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3
4

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5/7/07

Procedures for Pilot Degree Programs

The original policy is available at http://www.calstate.edulapp/documents/Fast_Track_Pilot_Programs.pdf

The Pilot Degree Program Proposal Process

In support of the CSU tradition of experimentation in the planning and offering of degree programs, Trustee policy established in July 1997 that a limited number of proposals that meet fast-track criteria may be implemented as 5-year "pilot programs" without prior review and comment by the Chancellor or CPEC.

Pilot-Program Criteria

Pilot degree programs must meet all of the following six criteria:

- 1 The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
- 2 The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
- 3 The proposed program can be adequately housed without a major capital outlay project.
- 4 It is consistent with all existing state and federal law and Trustee policy.
- 5 It is either a bachelor's or master's degree program.
- 6 The proposed program has been subject to a thorough campus review and approval process.

Pilot Program Implementation Procedures

1. Prior to implementation, the campus is obligated to (1) notify the Chancellor's Office of plans to establish the program, (2) to provide a program description and list of curricular requirements, and (3) to confirm that each of the six pilot criteria apply to the pilot program.

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San Jose
San Luis Obispo
San Marcos
Sonoma
Stanislaus

The California State University

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5/7/07

2. While Chancellor's Office approval is not required, a pilot Program must be acknowledged by the Chancellor's Office before the program is implemented.
3. A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next annual update of the campus Academic Plan.
4. The CSU Chancellor's Office will notify CPEC.

Pilot Operational Policy

1. A pilot program is authorized to operate only for five years.
2. If no further action is taken by the end of the five years, no new students can be admitted to the pilot program.
3. The campus is obliged to make appropriate arrangements for students already enrolled to complete the program.

Pilot Conversion Procedures

For the program to continue beyond the five-year limit, the campus must propose to the Chancellor's Office converting the program from pilot to regular status. A pilot program could be converted to regular-program status and approved to continue to operate indefinitely if the following conditions are met:

1. The campus committed the resources necessary to maintain the program beyond five years;
2. A thorough program evaluation (including an on-site review by one or more experts in the field) showed the program to be of high quality; to be attractive to students; and to produce graduates attractive to prospective employers and/or graduate programs, as appropriate;
3. Approval by the Board and the Chancellor is required after review and comment by the Chancellor's Office, and, as appropriate, by CPEC.

Please direct questions to Dr. Christine Hanson at (562) 951-4672 or app@calstate.edu

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Sacramento
San Bernardino
San Diego

San Francisco
San JOSE
San Luis Obispo
San Marcos
Sonoma
Stanislaus

UCC review of the proposed Master of Biotechnology

UCC has finished its review of the Master of Biotechnology program. The program is proposed as a pilot program which will allow the campus to quickly implement the program for a period of 5 years. After an evaluation the university can then decide to submit the program for review to the Chancellor's office or to discontinue the program. All courses will initially be offered through Extended Learning and classes will be taught in the evening or over the weekend to also allow working students to take these classes.

The program is based on eight newly proposed Biotechnology courses. Five of these courses together with CHEM450 Protein Structure and Function constitute the fundamental science courses of the program. Here students learn about genomics, bio-informatics, experimental design, scientific communication, and current trends in biotechnology. Two of the newly proposed courses cover regulatory affairs and business law. In their capstone class students will gain industry experience by working in a company under the supervision of company manager. At the end of the capstone class students will prepare a project document which they present to students and the advisory committee. Furthermore students take a sequence of four business classes which are also required for pre-MBA students. This gives the program a strong business component compared to Biotechnology programs of other universities.

UCC supports the program proposal, it is academically sound and provides students with a multi-disciplinary degree which gives our graduates the opportunity to work in biotechnology companies.

BLP review of the proposed Master of Biotechnology

The Budget and Long Range Planning Committee (BLP) has investigated and discussed the P-Form for a proposed masters program in Biotechnology. This is the first program proposed at CSUSM as a "pilot degree program," for which the proposal process differs from a regular program. The Pilot Degree Program policy states "In support of the CSU tradition of experimentation in the planning and offering of degree programs, Trustee policy established in July 1997 that a limited number of proposals that meet fast-track criteria may be implemented as 5-year 'pilot programs' without prior review and comment by the Chancellor or CPEC."¹ Therefore this proposal has been subject to thorough UCC and BLP review, but by-passed the A-form stage required for placement on the UAMP. Within the five-year limit, the campus must propose to the Chancellor's Office converting the program from pilot to regular status. If no further action is taken by the end of the five years, no new students can be admitted to the pilot program. At the time of proposed conversion, the program will undergo a thorough program evaluation.

BLP has reviewed the immediate and long range prospects for this proposed program and has considered the resource implications of the initiation of the program. This program will be run through Special Sessions and Extended Learning, and student fees will pay for instructor and other program costs. BLP submits the following analysis of the impact of this program to the Academic Senate to guide Senators in their consideration of the proposal.

Program Demand:

Biotechnology is one of the fastest growing sectors of the US economy, and the San Diego region has been reported as the number one biotech cluster in the world² with more than 500 biotech/biomedical companies. The proposed Master of Biotechnology will be modeled after the Professional Science Master's (PSM) degree with a broad exposure in science, business and

¹ http://www.calstate.edu/app/documents/Fast_Track_Pilot_Programs.pdf

² Milken Institute Report, June 2004.

61 industrial operational knowledge. This will prepare students for later-stage biotechnology companies
62 that expand beyond research to include sales, regulatory affairs, business development and other job
63 positions that combine technical skills in biology with skills that manage people/projects and
64 strategic planning.

65
66 The proposal projects an inaugural cohort of 15 students and a 15 to 20 student cohort in the second
67 year.

68
69 **Resource Implications:**

70 *Start-up Costs*

71 The program will be administered and supported through Extended Learning. Tuition will cover
72 expenses, augmented by donations sought from the biotechnology sector and grant funding
73 opportunities. Three companies have already agreed to pay full tuition for one student each.

74
75 By the fourth year of operation and prior to final submission of the conversion from the Pilot
76 Program to a regular program, a decision will be made whether to continue offering the program
77 through Extended Learning or move it to State support.

78
79 *Faculty*

80 Present CSUSM faculty, augmented with lecturers and adjunct personnel from industry and other
81 CSU institutions (for specialty courses such as an online course offered by SDSU) will staff the
82 program. Extended Learning and the Biotechnology program, on a self-support basis will fund
83 instruction. No additional new tenure track faculty will be hired for the program start.

84
85 *Facilities*

86 Space will be accommodated in existing facilities. Most classes will be offered at non-typical class
87 times. It is estimated that one laboratory space will accommodate lab classes. Specific lab
88 supplies/equipment will be purchased or acquired by the program and these additions are expected to
89 benefit undergraduate courses as well. Costs of wear and maintenance of the labs have been
90 estimated and they will be monitored; cost for maintenance and supplies have been built in to the
91 tuition costs through Extended Learning.

92
93 *Library*

94 The Library expects staff time and additional funding for collections is needed to support the
95 Biotechnology Master's program. The Library report initially estimated a start-up cost of \$26,700 for
96 the first year and an ongoing budget of \$25,000 to sustain the program. This assumed the addition of
97 databases; not adding databases would cut start-up costs substantially. After further analysis, the
98 program can be started with start-up funding of \$7,600 Several of the monographs/subscriptions
99 originally estimated were not needed, especially the very expensive Law collections. Many of the
100 science journals are already needed now for the Biology BS/MS programs and allocation to the
101 Biotechnology Master's program will help pay for those library needs. The program proposers are
102 generating outside sources to partially fund library resources. All programs offered through Extended
103 Learning, for credit as in the case for Biotechnology, give full library privileges to enrolled students.
104 A standard percentage of Extended Learning income is allocated for Library costs.

105
106 *IITS*

107 With the exception of labs discussed earlier, courses will be delivered in regularly equipped
108 classrooms and require no additional academic/instructional technology.

109
110 ###

CATALOG COPY FOR MASTER OF BIOTECHNOLOGY PROPOSAL

General Description

The Master of Biotechnology is a professional science degree program designed to meet the needs of the biotechnology industry and associated organizations. The program combines advanced study of related science, professional preparation, business and real-world experience for biotechnology-oriented students. The purpose of the degree is to prepare students for careers in technology-related organizations with a breadth of workplace knowledge.

Throughout the program, students will be exposed to real-world problems/applications, teamwork/communication skills, leading-edge technologies, managerial/interpersonal skills, informatics, ethics, industrial knowledge and problem solving skills.

The rigorous program is taught in the evenings and weekend to accommodate the working student. The program design is a cohort model that requires students to go through the program together over a five-semester period with a predetermined course sequence. It is a non-thesis degree program requiring a rigorous "Internship or Semester-In-Residence" project.

Each student will be guided and evaluated by an Advisory Committee that will be made up of university faculty, program instructors and industry mentors, as well as program advisors.

Student Learning Outcomes

The student who graduates with a Master of Biotechnology will be able to:

1. Apply concepts and principles of the sciences that are fundamental to the discipline of biotechnology.
2. Understand procedural and operational uniqueness of the highly regulated, quality-oriented and demanding intellectual property business of the life science industry.
3. Be able to derive logical conclusions based upon acquired knowledge, available information and analytical procedures.
4. Relate critical and managerial insight, skills and techniques for managing teams, budgets, projects and decisions in a business environment.
5. Understand the fundamentals of communicating and working with others for success.
6. Identify regulatory, societal and environmental issues and their impact upon biotechnology advances, product offerings and business.

Admission Requirements and Application

Admission to the program requires an undergraduate degree with a major in a bioscience or chemistry or related area. Alternatively, applicants with B.A./B.S. degree in a related field with a minor or equivalent work/certification experiences may be considered for conditional admission. While a minimum of a baccalaureate degree is required, applicant evaluation will consider pertinent background, prerequisite courses and opportunity for successful completion. Generally, applicants should have courses or experience in:

- Molecular Cell Biology or Molecular or Cellular Biotechnology
- Microbiology
- Statistics
- Chemistry/Biochemistry

Applicants who have not completed an upper division biochemistry course may be required to take CHEM 341 or 351.

Specific admission criteria are:

- Applicant must meet the general requirements for admission to graduate studies at CSUSM.

- 167 • An undergraduate grade point average in all completed science and math courses of at least 2.75 or a
168 GPA of at least 3.0 in the last 35 semester units of science and math.
- 169 • All applicants, regardless of citizenship, who do not possess a bachelor's degree from a post-
170 secondary institution where English is the principal language must take the combined Test of English
171 as a Foreign Language (TOFEL) and the Test of Written English (TWE). Test results must be
172 submitted for evaluation where a minimum score of 550 on the TOFEL and 4.5 on the TWE are
173 expected.
174

175 Applicants must provide the following information:

- 176 • Application Form
- 177 • Application Fee
- 178 • One set of official transcripts from all colleges/universities attended.
- 179 • Official scores reports of the General GRE and TWE.
- 180 • Two letters of recommendation from persons familiar with the applicant's capacity for academic and
181 professional success.
- 182 • One-page statement from the applicant on the reason for pursuing a Master of Biotechnology.
183

184 Student candidates may apply at any time throughout the year. However, selection and admission will be
185 completed by early May for the fall semester start. Later applications will be considered, as spaces
186 remain available. Feedback to applicants, but not final admission decisions, will be provided on a timely
187 basis regardless of the time of application.
188

189 Degree Requirements and Courses

190 The Master of Biotechnology requires thirty-eight (38) semester hours of coursework and project-oriented
191 work experience with a local life-science entity. Students must complete a set of courses and project
192 work experience with a 3.0 GPA and earn at least a "C" (2.0) in each course. Predetermined advanced
193 level courses and credit hours are:
194

195 *Science Fundamentals & Professional Preparation*

196	BIOT 600	Genomics & DNA/RNA Technologies	5
197	BIOT 620	Bioengineering & Bioprocessing	3
198	BIOT 630	Experimental Design & Statistical Analysis in Biotechnology	3
199	BIOT 650	Regulatory Affairs & Quality Management in Life	3
200	BIOT 655	Business Law & Intellectual Property in High-Tech Enterprises	2
201	BIOT 660	Scientific Communication in Industry	2
202	BIOT 690	Case Studies and Current Trends in Biotechnology	2
203	CHEM 450	Protein Structure & Function.	3

204 **Business Core**

205	BA 503	Statistics for Management	3
206	BA 504	Financial Accounting	3
207	BA 505	Marketing	2
208	BA 506	Managing Complex Organizations	2

209 *Internship / Residency & Project*

210	BIOT 680	Internship / Semester in Residence / Project	5
-----	----------	----------------------------------------------	---

211 A student with demonstrated expertise in a required course that would make the course a repeat of
212 attained knowledge or previous coursework may take other electives (up to 2 courses or 6 hours) offered
213 at the graduate level as approved by the Advisory Committee.
214

215 In lieu of a thesis, the candidate must successfully complete a Project Abstract, project/work assignment
216 with performance assessment, a written report/paper and pass an oral. It is intended that the
217 "Internship/Residency/Project" be completed in a 16-week semester period according to established
218

222 guidelines for the course experience. The type of experience for the Internship / Semester-In-Residence /
223 Project depends upon the student's situation, current employment and right-to-work status.

224
225 **Advancement to Candidacy**
226

227 The student will advance to Master's Degree candidacy upon the completion of 23 semester credit hours of
228 coursework, satisfying the Graduate Writing Assessment Requirement (GWAR), and approval of a Project Abstract
229 by the student's Advisory Committee. The GWAR may be completed either by an acceptable standardized test
230 score for the Analytical Writing subtest of the GMAT or GRE, or a paper(s) that receive(s) a passing score as
231 described in university policy.

232
233 **Continuation**
234

235 Graduate students must maintain an overall GPA of 3.0 and earn at least a C (2.0) in each course, except those taken
236 for credit/no credit. Any student whose overall GPA falls below 3.0 for two consecutive semesters will be dropped
237 from the program. A full-time student should be enrolled in the predetermined course schedule and credit hours
238 each semester for the program. In addition, a project report must be submitted, defended and approved at the end of
239 the Internship or Semester-In-Residence. In usual circumstances where project requirements are not be completed,
240 defended and approved at the end of the Internship or Semester-In-Residence, the student may complete the
241 requirements within six months under the guidance of the advisory committee.

242
243 ***New courses:***
244

245 **BIOT 600 Genomics and DNA/RNA Technologies (5).** Provides a foundation in basic principles of
246 genomics and relevant current research in recombinant DNA technology. Includes the relationship
247 between structure, function and content of genes and genomes, the use of bioinformatics and tools used
248 to discover and identify sequence elements. Appreciation for the role of genomics and DNA/RNA
249 technology in modern society will be obtained by dissecting seminal papers. Laboratory reinforces key
250 concepts and introduces fundamental techniques and technologies being applied today. *Enrollment*
251 *restricted to students who have been admitted to the Master of Biotechnology program or have obtained*
252 *consent of the program director.*

253
254 **BIOT 620 Bioengineering & Bioprocessing (3).** Introduction to the theory and application of
255 biotechnology processes for the development of biopharmaceutical and bio-based products. Covers the
256 spectrum of bioprocess engineering, starting from genetic concepts for producing pharmaceutical and
257 other products. The organisms considered range from simple bacteria to highly specialized animal cell
258 cultures. A basic understanding of fundamental bioprocess concepts such as fluid mechanics, mass
259 transfer, unit operations, biochemical reaction kinetics, cell growth and metabolism, heterogeneous
260 reactions and bioreactor analysis and design. *Enrollment restricted to students who have been*
261 *admitted to the Master of Biotechnology program or have obtained consent of the program director.*

262
263 **BIOT 630 Experimental Design and Statistical Analysis in Biotechnology (3).** Introduces advanced
264 statistical concepts and analytical methods for the experimental needs and data encountered in
265 biotechnology and biomedical sciences. Experimental design/conduct, quantitative analysis of data and
266 statistical inferences and interpretations are studied for scientific hypothesis testing, as well as clinical
267 trials. Explores methodological approaches to bioassay development/testing and provides a foundation
268 for critically evaluating information to support research findings, product claims and technology
269 opportunities. *Enrollment restricted to students who have been admitted to the Master of Biotechnology*
270 *program or have obtained consent of the program director.*

271
272 **BIOT 650 Regulatory Affairs and Quality Management in Life Sciences (3).** Overview of the laws
273 and regulations enforced by the Food and Drug Administration and other regulatory agencies related to
274 the biotechnology, pharmaceutical and medical device industries. Included is the U.S. legal regulatory
275 system, Food, Drug, and Cosmetic Act and related laws, Freedom of Information Act, regulation affecting
276 foods, drugs, biologics, veterinary products, diagnostics and devices, FDA enforcement, product liability

277 and import/export requirements. Reviews the impact of quality systems and the functions, roles and
278 responsibilities on Quality Assurance and Quality Control. *Enrollment is restricted to students who have*
279 *been admitted to the Master of Biotechnology program or have obtained consent of the program director.*

280 **BIOT 655 Business Law & Intellectual Property in High Technology Enterprises (2).**

281 Understanding individual and organizational responsibility in commercial biotechnology and the role of
282 intellectual property in a high-technology industry. Business in a legal, social, political and regulated
283 environment will be explored. Topics include legal principles, contract law, and intellectual property and
284 its protection. *Enrollment is restricted to students who have been admitted to the Master of*
285 *Biotechnology program or have obtained consent of the program director.*

286

287 **BIOT 660 Scientific Communication in Industry (2).** Provides industry experience in commercial
288 Research and Development under the guidance of faculty and direct supervision by a company manager.
289 The student will establish/accomplish goals, communicate work/project progress, acquire broad
290 organization insight and demonstrate core competencies required for the degree. The experience will
291 culminate in a written project document and an oral presentation to fellow students, faculty and company
292 representatives on assigned work and project. *Enrollment is restricted to students who have been*
293 *admitted to the Master of Biotechnology program.*

294

295 **BIOT 680 Internship / Semester in Residence / Project (5).** Provides industry experience in
296 commercial Research and Development under the guidance of faculty and direct supervision by a
297 company manager. The student will establish/accomplish goals, communicate work/project progress,
298 acquire broad organization insight and demonstrate core competencies required for the degree. The
299 experience will culminate in a written project document and an oral presentation to fellow students,
300 faculty and company representatives on assigned work and project. *Enrollment is restricted to students*
301 *who have been admitted to the Master of Biotechnology program.*

302

303 **BIOT 690 Case Studies and Current Trends in Biotechnology (2).** A colloquium and study in the
304 emerging developments in biotechnology. Explores new topics and methodologies in bioscience as
305 determined by recent science presentations/publications and information networking. Advanced study
306 examines cutting-edge science, new discoveries and next-generation technology applications in
307 biotechnology. *Enrollment is restricted to students who have been admitted to the Master of*
308 *Biotechnology program or have obtained consent of the program director.*

309

310 **BA503 Statistics for Management (3).** Methods of statistical inference emphasizing applications to
311 administrative and managerial decisions problems. Topics include classical estimation and hypothesis
312 testing, regression, correlation, analysis of variance, forecasting and statistical probability. In addition, the
313 students will gain familiarity in the use of software for statistical applications.

314

315 **BA504 Financial Accounting (3).** Introduces basic accounting concepts, vocabulary, and structure. This
316 course will focus on financial accounting, which seeks to communicate the financial condition and results
317 of operations to external users, primarily through the financial statements contained in the annual report.
318 The course will focus on a user perspective and will also focus on the accounting choices available to
319 companies and the impact of these choices on financial statements.

320

321 **BA505 Marketing (2).** Introduces students to the principles of marketing as a system of exchanges
322 among individuals and organizations. Emphasis will be placed on the elements of the marketing mix,
323 consumer behavior, and the role of marketing in organizations and society.

324

325 **BA506 Managing Complex Organizations (2).** The study of individual and group behavior in
326 organizational settings. All organizations must function within the context of their internal and external
327 environments. Managing organizational behavior in this context challenges individuals to understand and
328 embrace workforce diversity, elements of change, effective communication and performance systems.
329 Concepts include motivation, communication, group dynamics, power, conflict, decision making and
330 leadership.

331

332 **UCC review of the proposed Master of Science in Nursing (MSN).**

333
334 UCC has finished its review of the proposed MSN program. The program has two options.

- 335 • Option 1 will allow students with a completed associate degree in nursing and hold a valid
336 California license to pursue a Master's degree. First students have to take the courses for a BSN
337 degree, where 9 units are substituted with more advanced 500 level classes (accelerated). Then
338 students follow the course work for the MSN.
- 339 • Option 2 is the MSN for students with a Bachelor's of Science degree from an accredited
340 baccalaureate nursing program. The program consists of a set of graduate core courses and three
341 different concentrations. The concentrations are *Nursing Education*, *Clinical Nurse Specialist*,
342 and *Clinical Nurse Leader*. All students have to take NURS598 or NURS599 (graduate project or
343 thesis).

344
345 All courses will be offered through Extended Learning and some clinical courses will be taught by
346 qualified nursing personnel from Palomar Pomerado Health. Both programs are designed as part-time
347 programs.

348 In the P-Form the program proposers demonstrate a great interest from nurses in our local area (Scripps,
349 Palomar-Pomerado, Tri-City) to receive a Master's degree. Students with a Master's degree are eligible
350 for faculty positions at community colleges and at universities. Depending on their chosen concentration
351 graduates will be able (for example) to work as advanced practice nurses, advanced practice care
352 managers, or leaders of nursing units.

353
354 UCC supports the program proposal which is an important contribution of our university to the local
355 health care community and the program will give our graduating students a variety of professional
356 opportunities. The program is well aligned with the university mission and offers a rigorous and
357 innovative curriculum.

358
359 **BLP review of the proposed Master of Science in Nursing (MSN)**

360
361 BLP has investigated and discussed the P-Form for a proposed masters program in Nursing. BLP has
362 reviewed the immediate and long range prospects for this proposed program and has considered the
363 resource implications of the initiation of the program. This program will be run through Special Sessions
364 and Extended Learning, and student fees will pay for instructor cost based on a MOU agreed upon by the
365 School of Nursing (SON) and Extended Learning.

366
367 We appreciate the cooperation of the proposer, the Director of the School of Nursing, and Eric Bullard
368 from Extended Learning, and thank them for their willingness to meet with BLP to provide timely
369 responses to our questions which enabled us to complete our work. BLP submits the following analysis of
370 the impact of this program to the Academic Senate to guide Senators in their consideration of the
371 proposal.

372
373 **Program Demand:**

374 The proposed program has two options. Option 1 is an Accelerated RN (Registered Nurse) to MSN
375 (Master's of Science in Nursing) program. This is for students who have completed a basic associate
376 degree program in nursing at a community college and seek a baccalaureate (BSN) and master's degree
377 (MSN) which would be conferred at the same time. The program is accelerated because some of the BSN
378 courses content will be offered at the MSN level. The student population would already be practicing as
379 an RN, and many hospitals offer both tuition reimbursement and slack time from work. A survey
380 conducted by the SON of over 400 RNs employed in three local area acute care hospital systems
381 indicated that 64% had an interest in future graduate level education. SON anticipates admission of 40
382 students in Fall 2009 to complete nursing prerequisites for Option 1.

383
384 Option 2 is for students who have a baccalaureate degree in nursing and seek a master's degree. At the
385 onset of the Nursing program at CSUSM a Community Nursing Advisory Committee was formed to

386 determine the need for, and characteristics of, a nursing program in North County. Even at that early stage
387 a graduate program was identified as critical. Advanced practice nurses were identified as “hard to
388 recruit” and positions had a 15—20% vacancy rate. SON anticipates the first cohort of 40 students, in two
389 sections, will begin graduate studies in Fall 2009.

390
391 **Resource Implications:**

392 *Start-up Costs* Extended Learning has provided the SON \$50,000 for start-up costs for the program.
393 SON has also identified two promising funding opportunities for advanced nursing education and plans to
394 submit grants to each. This last month, one of those grants was funded, providing \$125,000 for the
395 program.

396
397 *Faculty* The program would need at least 5 tenure track faculty to implement the program, which it has
398 currently. Generated funds from student enrollment would pay for an additional tenure track faculty
399 member. Faculty hired to teach in the program will be paid by Extended Learning. Tenure-track faculty
400 may teach on overload, be bought-out from Nursing by Extended Learning or be paid by outside grants.
401 The SON, in partnership with Palomar Pomerado Health, has an approved Clinical Associate MOU.
402 These qualified nursing personnel teach clinical portions of the program on a non-remunerative voluntary
403 basis. These nurses have MSN degrees and a wealth of clinical experience. The Clinical Associates
404 markedly reduce program cost and allow current tenure-track faculty to concentrate on teaching the
405 didactic courses. A program coordinator will be assigned from the present tenure-track faculty for 3
406 units/semester release time.

407
408 *Impact on State-Supported Undergraduate Courses* For the Accelerated RN—to—MSN student a
409 number of undergraduate courses may be needed depending on courses taken at the community college.
410 These courses will be offered, and paid for, through Extended Learning. However, many are lab courses
411 and costs of wear and maintenance of the biology and chemistry labs may need to be compensated by
412 Extended Learning.

413
414 *Library* In 2005 funds were secured by a grant through FIPSE for library resources totaling \$57,500.
415 These funds purchased an initial nursing collection of text and reference books, a core collection of 35
416 nursing journal subscriptions and multimedia and on-line resources. This program does not anticipate
417 adding journals and databases. It is estimated that ongoing costs to support the program would be about
418 \$1,000 per year. However, given library journal subscriptions cuts of approximately 16%, Extended
419 Learning may need to raise some fees to support library costs. All programs offered through Extended
420 Learning, for credit as in the case for Nursing, give full library privileges to enrolled students.

421
422 *IITS* These courses will be offered late afternoon and evening and some include videoconferencing and
423 videotaped simulations. IITS is not currently staffed to provide evening support in these areas and
424 therefore we will need to be reimbursed for off hour support. Cost estimates for the first three years range
425 from \$6,000 for one night a week in year 1 to \$24,000 for 4 nights a week in year 3.

426
427 The computer lab, the instructor stations, the projectors, and the simulation lab equipment (server and
428 cameras) in SMACC are not currently on a refresh plan. The video infrastructure replacement costs in
429 2010 would be \$17,000 a year. IITS is working with the Provost’s office to secure refresh funding.

430
431 This program includes 35 new courses although only 6 are planned for the first year. Because these
432 courses will be offered as hybrid courses (partially online) or as fully online courses, instructional
433 developers will be providing extensive support initially. As these are new courses, they need to comply
434 with the requirements of the Accessible Technology Initiative according to The Chancellor’s Office
435 Coded Memo AA-2007-04. Support for the development of 6 courses in the first year will be possible as
436 part of IITS normal baseline support. However, in years 2 and 3 the number of new courses is significant
437 and may require funding reimbursement at \$825 per course.

438
439 ###

440 **CATALOG COPY FOR MASTER OF SCIENCE IN NURSING PROPOSAL**

441

442 The mission of the graduate program in nursing at California State University San Marcos is to provide
443 superior graduate education to qualified students, leading to the Master of Science in Nursing (MSN)
444 degree. Our objective is to prepare nurses in generalist and advanced practice roles for positions in the
445 health care industry, community or public health agencies, and academia, and for continued study at the
446 doctoral level.

447 The MSN program includes a strong foundation in theory and research inquiry. The School of Nursing
448 acknowledges the responsibility to address the nursing and health care needs in populations and
449 communities around the globe, including those who are underserved and vulnerable. The graduate
450 program builds on the knowledge gained at the baccalaureate level and promotes nursing scholarship at
451 the local, state, national and international level through research, service and practice. Values, ethics, and
452 multicultural perspectives are heavily embedded within the graduate program. Cultural sensitivity and
453 competence is emphasized in the curriculum as students interface with a diverse population both
454 professionally and in the care of client's, families and communities.

455 The master's degree program is designed for two groups of students with different pathways. Students
456 who have completed an associate degree program in nursing (ADN) at a community college and seek
457 completion of their baccalaureate and master' degree follow the Accelerated RN-to-MSN option (1).
458 Students who have completed a baccalaureate degree follow the MSN only option (2). Both options are
459 designed as part-time programs; however courses will be available for full-time students. The Accelerated
460 RN-to-MSN program is designed to be completed part-time in 4 years (including summers). The (basic)
461 MSN is designed to be completed part-time in 2.5 years depending on whether a summer session is
462 elected. Full-time status and use of summers would shorten the program. If the student chooses full-time
463 study, it is conceivable that the program could be completed in 2 years.

464 Students in both options have the choice of three concentrations. The first is the Nursing Education
465 concentration which offers the student courses in the theories of adult learning, curriculum design and
466 development, and classroom and online teaching strategies. The second concentration is Clinical Nurse
467 Specialist which prepares the student for advanced practice nursing through courses in advanced
468 assessment, advanced pathophysiology/pharmacology and advanced practice management of the
469 chronically ill in the acute care and community settings. Students in the Clinical Nurse Specialist
470 concentration are required to specialize in one of four tracks: Adult Health, Pediatrics, Gerontology or
471 Psychiatric/Mental Health. Students will complete 500 hours of advanced field study and will be eligible
472 to sit for the National certification exam upon completion of the MSN program. The third concentration
473 is Clinical Nurse Leader which prepares the student to be a leader, manager and educator at the unit level.
474 The Clinical Nurse Leader role is learned through courses in health systems leadership, quality
475 improvement, evaluation and accreditation in nursing organizations, financial resource management, and
476 management of patients in the acute care setting. Students in the Clinical Nurse Leader concentration may
477 specialize in Gerontology or Education.

478 **Preparation and Training Offered by the Program**

479 The Master of Science in Nursing has been designed for nurses seeking careers as a nurse educator,
480 advanced practice nurse in chronic illness management, or a generalist nurse responsible for leadership
481 and management of patient populations at the unit level in an acute care facility. Students who graduate
482 with a Master of Science in Nursing will:

- 483 1. Gain theoretical and empirical knowledge from the discipline of nursing, the humanities, the
484 natural, social, organizational and biological sciences, and education applicable to the practice of
485 professional nursing at the advanced level.
- 486 2. Acquire communication, leadership and advanced clinical expertise which are essential for
487 working with multidisciplinary teams and managing the care of diverse individuals, families or
488 populations.
- 489 3. Apply the nursing process at the advanced nursing level through critical thinking, diagnostic
490 reasoning and sound clinical decision making in order to manage and evaluate the
491 comprehensive, coordinated nursing care of individuals, families and communities.

- 492 4. Achieve proficiency in the application of new knowledge based on research to provide quality
493 health care, and initiate change to improve nursing practice (innovation) or generate new
494 knowledge through conduct of research using a new application of ideas from prior research or
495 from new, original ideas (thesis).
- 496 5. Master the ability to perform within the advanced nursing role as a clinical nurse leader, clinical
497 nurse specialist or a nurse educator.
- 498 6. Enhance the ability to collaborate, consult and lead a health care team in the planning,
499 implementation and improvement of health care services consistent with the health needs of an
500 increasingly diverse and multicultural society.
- 501 7. Develop the ability to collaborate with nurse leaders and other health care professionals in the
502 formulation of health care policy, provide leadership in the health care delivery system, and
503 integrate the principles of fiscal management, budgeting and health economics when managing
504 health care in a variety of settings.
- 505 8. Acquire the ability to become a successful generalist, advanced practice nurse or nurse educator
506 in the health care industry or academic institutions of North Country and other geographic
507 locations.
- 508 9. Build on the baccalaureate foundation for continuing personal and professional self-growth,
509 development and lifelong learning and the necessary educational background to enable the pursuit
510 of a higher degree in advanced nursing practice (Doctor of Nursing Practice) or research (Doctor
511 of Philosophy in Nursing).
- 512 10. Build on the ability to perform a self assessment of personal sociocultural values, ethics, and
513 religious beliefs and evaluate how these factors correspond to those of one's own clients and
514 professional nursing actions.
- 515 11. Master cultural assessment and global awareness to provide culturally sensitive nursing care to
516 clients, families and communities around the world who differ from the nurse by virtue of race,
517 culture and/or ethnicity.

518 **Transfer Students**

519 For the returning RN student interested in the Accelerated RN-to-MSN track, it is anticipated that many
520 of the required general education courses may have been completed at a community college. These
521 students will be required to meet the same mandatory standards either by transferable course work,
522 certification of general education requirements by previous academic institutions, or by completion of
523 general education requirements at CSUSM. These courses will be included in the maximum transfer
524 credit of 70 lower-division units from a community college. Imbedded in these 70 units are 32 units,
525 which will be articulated for lower-division nursing courses from a Board of Registered Nursing (BRN)
526 approved, and a regionally accredited community college nursing program. Some prerequisite and
527 required preparatory courses for the nursing major are also imbedded in the 51 units of required general
528 education courses

529 **Admission and Application Requirements**

530 Admission to the Accelerated RN-to-MSN program requires an associate degree from an accredited
531 community college, completion of all courses in the Pre-Nursing Core (or the equivalents of these
532 courses) with an overall GPA of 2.75 in the Core and with no grade lower than a C (2.0). Nursing courses
533 and Pre-Nursing Core courses for which the student earns less than a grade of C (2.0) may be repeated
534 once with consent of instructor, but only on a space-available-basis. While in the BSN component of the
535 program, the student must maintain a 3.0 GPA. Those who do not perform at this level may elect to
536 complete the baccalaureate via the RN-to-BSN program.

537 Admission to the Master of Science in Nursing program requires a baccalaureate degree in nursing from a
538 CCNE or NLN accredited program, a minimum GPA of 3.0 for the last 60 semester hours of
539 undergraduate course work, and evidence of satisfactory completion of physical assessment, inferential
540 statistics and nursing research with a grade of "C" or better at the baccalaureate level. For students
541 enrolled in the Accelerated RN-to-MSN track, physical assessment and nursing research will be taken at

542 the graduate level. One year of recent Registered Nurse experience is required for both tracks prior to
543 advancement to candidacy.

544 Students should have computing skills sufficient to complete graduate work including word processing
545 and statistical software programs. Admission decisions will be influenced by the strength of the
546 undergraduate program, academic achievement, community service and the educational goals of
547 individual applicants.

548 **Special Requirements**

549 Students in the nursing program must carry their own malpractice insurance, pass a physical health
550 examination, and demonstrate a sufficient immunization record consistent with that required of clinical
551 placement in local health care agencies.

552 The academic advisor for the School of Nursing, working with the Office of Disabled Student Services,
553 will assist students to determine what accommodations will be needed to enable students to meet the
554 standards of our program.

555 A complete application consists of:

- 556 • a completed application form
- 557 • one set of official transcripts from colleges and universities attended with indication of an
558 undergraduate degree
- 559 • evidence of completion of an undergraduate or graduate level bioethics course
- 560 • proof of licensure as a registered nurse in California
- 561 • three letters of reference from person's qualified to assess the applicant's potential to succeed as a
562 graduate student, with one letter from a nursing faculty in the student's baccalaureate program
- 563 • a resume
- 564 • a 2-3 page essay outlining professional and educational goals

565 Applicants will be admitted annually in the Fall semester. To be considered for admission, all required
566 applications must be received no later than March 1. Review of applications will continue until all the
567 openings for Fall semester have been filled. Applicants are notified of admission decisions following this
568 process.

569 **Degree Requirements**

570 Option 1: Accelerated RN-to-MSN

571 The total number of units required for the Accelerated RN-to-MSN nursing student is 165 to 178 semester
572 units (depending on the concentration and track chosen) including 51 units of general education, 3 units
573 transition RN-to-MSN courses, 9 units of upper division general education units, 20 upper-division
574 nursing units, 45-58 graduate nursing units, and all required courses that are prerequisite/preparatory to
575 the major. These units may vary depending on units previously completed in a community college.
576 Irrespective of the number of general education courses previously attempted, the RN-to-MSN students
577 will need to complete the following courses or their equivalent(s):

578 ANTH 200, ANTH 301*, CHEM105, CHEM105L

579

580 Required Prerequisite/Preparatory Nursing Courses for the RN-to-MSN Student includes:

581 BIOL 215, BIOL 160, BIOL 175, BIOL 176, BIOL 323*, MATH 115, PHIL 345*, SOC 303

582

583 *Upper division general education courses.

584 MATH 125, 132 or 160 may be substituted for Math 115. This requirement may also be satisfied by any
585 Lower-Division General Education Mathematics/Quantitative Reasoning (B4) course taken before
586 matriculation at CSUSM if students have already completed the equivalent of CHEM 105/105L.

587 Students will choose one course in growth and development across the life span.

588 PSYC 210 or SOC 204

589
590 Students will complete the second language requirement. Spanish is strongly recommended.
591 The RN-to-MSN student is required to complete the following 3 Units of nursing courses.
592 NURS 350, NURS 351
593
594 The RN-to-MSN student is required to complete the following 20 Units of upper-division nursing. These
595 courses are identical to those completed by the generic students.
596 NURS 370, NURS 440, NURS 441, NURS 442, NURS 443, **or**
597 NURS 445, NURS 450, NURS 451
598
599 Option 1 and Option 2: Master of Science in Nursing
600 The graduate program is required for completion of Option 1, the Accelerated RN-to-MSN program. In
601 addition to the 120 units required for the BSN, those students in Option 1 must complete the 45-58 units
602 required for the MSN. Students in Option 2 must complete the 45-58 units required for the MSN.
603 The following core courses are required for the MSN. NURS 503A is required for all concentrations and
604 NURS 503B is required for the CNS concentration in order to meet the required clinical hours for
605 graduation. The NURS 598 and NURS 599 courses may be taken with variable units for a total of 3 units
606 required for completion of the program.
607 **Graduate Core (24-25 Units)**
608 NURS 500, NURS 502, NURS 503A, NURS 503B (CNS concentration), NURS 504, NURS
609 506, NURS 508, NURS 510, and
610 NURS 598A (1), 598B (2) or 598C (3) **or** NURS 599A (1), 599B (2) or 599C (3)
611
612 **Nursing Education Concentration (24 Units)**
613 NURS 570, NURS 571, NURS 572, NURS 573, EDUC ???, EDST ???
614
615 Students should select a clinical course and advanced field study (NURS 532A or 532B and NURS 533A
616 or 533B **or** NURS 534A or 534B and NURS 535A or 535B). For the clinical course and corresponding
617 advanced field study students may focus on adult, pediatric, gerontology or psychiatric/mental health
618 nursing. Students will select one additional education course relative to nursing education. The following
619 courses are recommended electives:
620 EDUC 624, EDUC 626, EDST 631, EDST 635, EDST 636
621
622 **Clinical Nurse Specialist (CNS) Concentration (24 Units)**
623 NURS 530, NURS 532A or 532B, NURS 533A or 533B, NURS 534A or 534B, NURS 535A or
624 535B, NURS 536, NURS 539, NURS 554
625
626 Students in the CNS concentration are required to choose a specialty track and take additional courses
627 totaling 57-58 units. This includes 500 hours of advanced field study required for the National
628 certification exam. Students will be prepared to sit for the exam upon graduation from the MSN program.
629 CNS in Adult Health Track (9 Units): NURS 540, NURS 570, EDUC ???
630 CNS in Pediatrics Track (8 Units): NURS 520, NURS 570, NURS 572
631 CNS in Gerontology Nursing Track (9 Units): NURS 560, NURS 570, EDUC ???
632 CNS in Psychiatric-Mental Health Nursing Track (9 Units): NURS 580, NURS 570, NURS ???
633 **Clinical Nurse Leader (CNL) Concentration (21 Units)**
634 NURS 550, NURS 552, NURS 554, NURS 556, NURS 557, NURS 558, NURS 559
635
636 Students in the CNL concentration may choose to specialize (not required) in Gerontology
637 NURS 536, NURS 560, NURS 539, EDUC ???
638
639 Students in the CNL concentration may specialize in nursing education (10 units). The additional courses required:
640

641 NURS 570, NURS 572, NURS 575, EDUC ???

642 **Continuation**

643 Students must maintain a 3.0 GPA and a grade of C or better in all classes. If the GPA falls below 3.0 for
644 two consecutive semesters, the student will be dropped from the program. Students must be continuously
645 enrolled or request a leave of absence if time is needed away from studies. Students who are not
646 continuously enrolled or have a leave of absence for longer than two semesters must petition the School
647 of Nursing for continuation. All requirements for the degree must be completed within five years of
648 beginning any coursework in the MSN program.

649 Students will receive advisement from the School of Nursing's advisors until they have reached
650 candidacy and form a thesis or project committee. The thesis or project committee will be comprised of at
651 least two tenure-track School of Nursing faculty. The third member may be faculty from the School of
652 Nursing, the wider University or the general community. Advisors will work closely with students in
653 selection of courses and research or project topics.

654 **Advancement to Candidacy**

655 A draft of the thesis or project proposal will be completed as part of the requirement for the graduate level
656 research course (NURS 510). The students will form a thesis or project committee during the course and
657 meet with members following completion of the course. Committee members will review and approve
658 thesis or project proposals. Students will advance to candidacy once they have successfully passed an oral
659 defense of their thesis or project proposal. The thesis or project committee will assist with refinement of
660 the proposal and with the research for the thesis or evaluation of the project and will serve as the
661 committee for the oral examination once the thesis or project is completed. To advance to candidacy, a
662 student must:

- 663 1. Be in good standing with an overall GPA of at least 3.0;
- 664 2. Have completed 21 units (22 units for the CNS concentration) of the core courses toward the
665 graduate degree; and
- 666 3. Have successfully proposed his/her thesis or project to the faculty.

667

668 *New courses:*

669 **Core Courses:**

670 **NURS 500** Theoretical Bases of Nursing Research and Evidence Based Practice (3)

671 Exploration of the interface of theory, research and clinical practice. Middle range theories from nursing and
672 other disciplines are examined for their potential use as a foundation for research and clinical practice in
673 advanced nursing. Theory construction through the use of concept analysis techniques and basics of the
674 research process is explored. Prerequisites: BIOL 215 and PHIL 345.

675

676 **NURS 502** Advanced Health Assessment and Health Promotion (3)

677 Examination of the theory and practice of advanced health assessment and health promotion, and application to
678 the advanced nursing role. An emphasis on the analysis and synthesis of subjective and objective data to
679 diagnose health problems and develop management plans is made. Theoretical foundations of health
680 promotion, illness prevention, and maintenance of function across the life span are explored. Students will
681 focus on promotion of health in individuals across the age range and within the family, community and cultural
682 context. Prerequisites: NURS 500. Co requisites: NURS 503A and 503B (CNS concentration).

683

684 **NURS 503A** Advanced Health Assessment and Health Promotion Field Study (3)

685 Application of advanced health assessment techniques and health promotion theory in the acute care, primary
686 care or community setting. The student will be assigned an advanced practice nurse preceptor and complete
687 health assessment and physical examinations on clients in the clinical setting. In addition, students will design
688 and implement a health promotion project. The minimum requirement for this practicum is 90 hours.

689 Prerequisites: NURS 500. Co requisites: NURS 502.

690

691 **NURS 503B** Advanced Health Assessment and Health Promotion Field Study Extension Course for the
692 Clinical Nurse Specialist (1)

693 This course is designed as an extension of NURS 503A for the additional practicum hours required for the
694 Clinical Nurse Specialist concentration. Application of advanced health assessment techniques and health
695 promotion theory in the acute care, primary care or community setting is continued. The student will be
696 assigned an advanced practice nurse preceptor and complete health assessment and physical examinations on
697 clients in the clinical setting. In addition, students will design and implement a health promotion project. The
698 minimum requirement for this practicum is 35 hours. Prerequisites: NURS 500. Corequisites: NURS 502.
699

700 **NURS 504** Advanced Pathophysiology (3)

701 Exploration of the application of advanced knowledge of complex physiological functions and
702 pathophysiological processes related to the care of individuals with altered health states across the life span.
703 Alterations in function, and adaptive, integrative and regulatory mechanisms at the molecular, cellular, organ
704 and system levels are studied. The primary focus is to provide a foundation for clinical decision-making and
705 management of health problems across the lifespan. Prerequisites: BIOL 215 and PHIL 345.
706

707 **NURS 506** Advanced Pharmacology (3)

708 Examination of the theoretical basis for pharmacological treatment of common chronic health problems.
709 Selected classifications of drugs with emphasis on the principles of pharmacokinetics, the pathophysiological
710 basis for therapeutic use, adverse effects, drug interactions, contraindications for use, patient education on
711 medication therapy, and issues of adherence are explored. Prerequisites: NURS 500 and NURS 504.
712

713 **NURS 508** Health Care Policy (3)

714 Exploration of the characteristics of the current health care environment as it pertains to policy development,
715 health planning, and economic management at the global, national, state and local levels. Multidisciplinary
716 decisions regarding equitable distribution of existing sources, policy development, program evaluation, and
717 client/population outcomes are examined. Students are introduced to the Agency for Health Care Policy and
718 Research Quality and Quality and Safety Education for Nurses. Prerequisites: NURS 500.
719

720 **NURS 510** Nursing Research Methods (3)

721 Refinement of the student's understanding of the research process, qualitative and quantitative research design
722 and corresponding methods of analysis. Sampling theory, recruitment of participants, methods of data
723 collection, reliability and validity, and scientific rigor are explored. Students analyze, evaluate, and interpret
724 studies contributing evidence for practice and knowledge development. Students will prepare a draft proposal
725 for their directed graduate project or graduate thesis and form a thesis or project committee as assignments in
726 this course. Prerequisites: NURS 500, 502, 503A, 503B (CNS concentration), 504, 506 and 508. Co requisites:
727 EDUC ??? number (Nursing Education) NURS 530 (CNS) and 550 (CNL).
728

729 **NURS 598A (1), B (2), C (3)** Directed Graduate Project

730 Refinement of a project proposal and completion of graduate project. Ideas for projects include the design,
731 implementation and evaluation of an evidenced-based innovation, completion of a grant proposal or evaluation
732 of a product or procedure. Other ideas may be presented to the faculty for approval. Students may take 1, 2 or
733 3 project units at a time. The course can be repeated for a total of 3 units which is the requirement for
734 graduation. Prerequisites: NURS 510 and advancement to candidacy.
735

736 **NURS 599A (1), B (2), C (3)** Graduate Thesis

737 Refinement of a proposal and completion of a graduate thesis using either quantitative or qualitative research
738 methods. Students may take 1, 2 or 3 thesis units at a time. The course can be repeated for a total of 3 units
739 which is the requirement for graduation. Prerequisites: NURS 510 and advancement to candidacy.
740

741

742

743

744

Nursing Education Concentration:

745 **NURS 570** Curriculum Development for Nursing Education (3)

746 Analysis and evaluation of theories and research pertaining to curriculum development. Students will have the
747 opportunity to develop curriculum using current nursing and education theory and research designed to meet
748 the needs of diverse learners in collegiate and staff development settings. Prerequisites: NURS 510 and
749 advancement to candidacy.

750
751 **NURS 571** Advanced Field Study: Staff Development/Education (2)
752 Practicum designed to provide experience in staff development, orientation and continuing education in a
753 clinical agency. Mandatory education requirements, evaluation of staff competencies and staff training records
754 and applications for continuing education are examined. The student will be assigned a preceptor who works in
755 a staff development/education department. The minimum requirement for this practicum is 90 hours.
756 Prerequisites: NURS 510 and advancement to candidacy.

757
758 **NURS 572** Clinical Evaluation and Simulation in Nursing Education (2)
759 Examination of the use of the skills laboratory, clinical agency, and clinical simulation for educating and
760 evaluating nursing skills. Content will focus on theory and research related to evaluating nursing skills and
761 using simulation as a clinical activity in nursing education. Students will develop a simulation scenario and
762 become familiar with the use of medium and high fidelity manikins. Includes an exploration of tools for
763 clinical evaluation including skills performance checklists, skills clustering and simulation scenarios.
764 Prerequisites: NURS 510 and advancement to candidacy.

765
766 **NURS 573** Advanced Field Study: Student Teaching (2)
767 Practicum designed to provide a practice teaching experience in a program of nursing in a community college
768 or baccalaureate setting. The student will be assigned to a preceptor who is a faculty member in a nursing
769 program teaching didactic and clinical nursing consistent with the student's area of clinical expertise. The
770 minimum requirement is 90 hours of practice teaching. Prerequisites: NURS 510 and advancement to
771 candidacy.

772
773 **EDUC ???** Essential Instructional Elements for Teaching Adult Learners (3)
774 Application of adult learning and motivation theory in construction of educational courses using a variety of
775 teaching strategies and evaluation techniques for diverse learners. Includes exploration of multicultural,
776 gender, and experiential influences in teaching and learning. Prerequisites: NURS 500, 502, 503A, 503B (CNS
777 concentration), 504, 506, 508.

778
779 **EDST ???** Designing Online Experiences for Teaching and Learning (3)
780 Introduces theory and research related to instructional design of online nursing courses. Includes an
781 exploration of educational technologies utilized for online teaching and learning including videoconferencing,
782 video streaming, multimedia, interactive media, PowerPoint, Lecshare Pro and WebCT. Design of an online
783 course using selected educational technologies that provide opportunities for learners to develop critical
784 thinking and reasoning skills. Prerequisites: NURS 500, 502, 503A, 503B (CNS concentration), 504, 506, 508.

785
786 **Students will select one additional education course relative to nursing education (3 units). See page 13 for
787 recommended courses or refer to the course catalog.

788
789 **Students will also select one clinical course (NURS 532A or 532B or 534A or 534B) and advanced field
790 study (NURS 533A or 533B or 535A or 535B) for a total of 6 units. Course descriptions are found in the
791 following section.

792 **Clinical Nurse Specialist (CNS) Concentration**

793
794 **NURS 530** The Clinical Nurse Specialist Role and Advanced Practice Nursing (3)
795 Introduces competencies and other foundational components of advanced practice nursing including history,
796 roles, options and choices that are associated with professional practice and career development. The role of
797 technology, evidence-based decision making, leadership, change, collaboration and outcomes evaluation are
798 explored. Prerequisites: NURS 500, 502, 503A, 503B (CNS concentration), 504, 506, 508.
799 Co-requisite: NURS 510 and 520 or 540 or 560 or 580.

800
801 **NURS 532A** Advanced Practice Management of the Chronically Ill Client in the Acute Care Setting (3)
802 Advanced study of the management of chronically ill patients by advanced practice nurses in a variety of acute
803 care settings. The CNS assumes responsibility and accountability for health promotion, assessment, diagnosis
804 and management of client problems including prescription of pharmacological agents within a specialty area of
805 clinical practice. Emphasis on developing sound clinical decision making and diagnostic reasoning skills is
806 included. The CNS uses theory, research and best practices to manage the care of individuals, families and

807 populations, and leads the multidisciplinary team to provide quality, cost-effective care. Prerequisites: NURS
808 510 and advancement to candidacy. Co-requisite: NURS 533A.

809
810 **NURS 532B** Advanced Practice Management of the Chronically Ill Client with Complex Mental Health
811 Needs in the Acute Care Setting (3)

812 Advanced study of the management of chronically ill patients with complex mental health needs and
813 psychiatric disorders by advanced practice nurses in a variety of acute care settings. Health promotion,
814 assessment, diagnosis and management of client problems including prescription of pharmacological agents
815 within a specialty area of clinical practice are examined. Emphasis on developing sound clinical decision
816 making and diagnostic reasoning skills is included. Theory, research and best evidenced based practices are
817 identified in the care of individuals, families and populations with the multidisciplinary team to provide
818 quality, cost-effective care. Prerequisites: NURS 510 and advancement to candidacy. Corequisites: NURS
819 533B.

820
821 **NURS 533A** Adv. Field Study: Management of the Chronically Ill Client in the Acute Care Setting (3)
822 The clinical practicum allows for immersion in the CNS in the role of the advanced practice nurse in the acute
823 care setting. Using foundations of theory, research and other evidence and the tools for case management,
824 students will manage chronically ill patients in their area of clinical expertise. Students will be mentored by an
825 experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for this
826 practicum is 125 hours. Prerequisites: NURS 510 and advancement to candidacy. Co-requisite: NURS 532A.

827
828 **NURS 533B** Advanced Field Study: Management of the Chronically Ill Client with Complex Mental Health
829 Needs in the Acute Care Setting (3)

830 The clinical practicum allows for immersion into the CNS in the role of the advanced practice nurse in the
831 acute care setting. Using the foundations of theory, research and other evidence and the tools for case
832 management, students will manage chronically ill patients in their area of clinical expertise. Students will be
833 mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum
834 requirement for this practicum is 125 hours. Prerequisites: NURS 510 and advancement to candidacy. Co
835 requisites: NURS 532B.

836
837 **NURS 534A** Advanced Practice Management of the Chronically Ill Client in the
838 Community/Home Setting (3)

839 Application of advanced practice concepts in caring for chronically ill clients in primary and specialty clinics,
840 public health, home health and hospice agencies. Emphasis on assessment, diagnosis, management of care, and
841 health promotion. The CNS uses theory and research on community health nursing and health promotion to
842 manage the care of individuals, families and aggregates, and leads the multidisciplinary team to provide
843 quality, cost-effective care in the community. Prerequisites: NURS 510 and advancement to candidacy. Co-
844 requisite: NURS 535A.

845
846 **NURS 534B** Advanced Practice Management of the Chronically Ill Client with Complex Mental Health
847 Needs in the Community/Home Setting (3)

848 Application of advanced practice concepts in caring for chronically ill clients with complex mental health
849 needs and psychiatric disorders in primary and specialty clinics, schools, faith communities and public health,
850 home health and hospice agencies. Emphasis is on assessment, diagnosis, management of care, and health
851 promotion. Theory and research in community health nursing and health promotion are identified to manage
852 the care of individuals, families and aggregates, in collaboration with the multidisciplinary team to provide
853 quality, cost-effective care in the community. The minimum requirement for this practicum is 125 hours.
854 Prerequisites: NURS 510 and advancement to candidacy. Co requisites: NURS 535B.

855
856
857
858 **NURS 535A** Advanced Field Study: Management of the Chronically Ill Client in the Community/Home
859 Setting (3)

860 The clinical practicum allows for immersion in the CNS in the role of the advanced practice nurse in the
861 community setting. Using foundations of theory, research and other evidence and the tools for case
862 management, students will manage chronically ill patients in their area of clinical expertise. Students will be
863 mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum

864 requirement for this practicum is 125 hours. Prerequisites: NURS 510 and advancement to candidacy. Co-
865 requisite: NURS 534A.

866
867 **NURS 535B** Advanced Field Study: Management of the Chronically Ill Client with Complex Mental Health
868 Needs in the Community/Home Setting (3)

869 The clinical practicum allows for immersion into the role of the CNS in the community setting. Using the
870 foundations of theory, research and other evidence and the tools for case management, students will manage
871 chronically ill patients with complex mental health needs and psychiatric disorders. Students will be mentored
872 by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for
873 this practicum is 125 hours. Prerequisites: NURS 510 and advancement to candidacy. Co requisites: NURS
874 534B.

875
876 **NURS 536** Chronic Illness Concepts (3)

877 Exploration of chronic illness concepts and trajectories of common disease states including heart failure,
878 diabetes, chronic obstructive pulmonary diseases and cancer. Theories and research related to chronic illness
879 concepts is presented, including the classic work of Corbin and Strauss. Students will examine the social,
880 psychological, economic and quality of life issues surrounding chronic illness that impact clients, caregivers,
881 families and communities. Prerequisites: NURS 510 and advancement to candidacy.

882
883 **NURS 539** Advanced Practice Externship (3)

884 Designed for the Clinical Nurse Specialist to work in a clinical setting and enhance advanced clinical practice
885 under the supervision of an advanced practice nurse as a role model. Advanced assessment skills and advanced
886 nursing practice in the CNS role will be performed. Students will complete 125 clinical hours. Prerequisites:
887 NURS 510 and advancement to candidacy.

888
889 New CNS Specialty Track Courses

890
891 **NURS 520** Advanced Concepts of Pediatric Nursing Care (3)

892 Examination of advanced and complex physical, emotional, behavioral, and developmental changes of infants,
893 children and adolescents from various cultural/ethnic groups. Bioethical, cultural, social and behavioral
894 concepts and theories are examined. Clinical phenomenon from case studies are analyzed for their affect on
895 pediatric patients of various ages. Prerequisites: NURS 500, 502, 503A, 503B (CNS concentration), 504, 506,
896 508. Co-requisite: NURS 510 and 530.

897
898 **NURS 540** Advanced Concepts of Adult Health Nursing Care (3)

899 Examination of advanced and complex physical, emotional, spiritual, and developmental changes of young,
900 middle and older adults from various cultural/ethnic groups. Bioethical, cultural, spiritual and socio-economic
901 issues are examined. Clinical phenomenon from case studies are analyzed for their affect on adults of various
902 ages. Prerequisites: NURS 500, 502, 503A, 503B (CNS concentration), 504, 506, 508. Co-requisite: NURS
903 510 and 530.

904
905 **NURS 560** Advanced Concepts of Gerontology Nursing Care (3)

906 Focuses on the aging population including theories and research on aging, ethnicity, adjustments and common
907 aging changes. Strategies to promote wellness and self-care are discussed. Pathologies common to the elderly
908 and nursing interventions are examined. Gerontological care issues are explored. Prerequisites: NURS 500, 502,
909 503A, 503B (CNS concentration), 504, 506, 508. Co-requisite: NURS 510 and 530.

910
911 **NURS 580** Advanced Concepts in Psychiatric Mental Health Nursing Care (3)

912 Examination of theories and treatment modalities for individuals, groups and families with complex
913 psychiatric-mental health needs and disorders. Emphasis is on the development of advanced mental health
914 nursing competencies in the therapeutic use of self, psychiatric interviewing process, differential diagnosis and
915 therapeutic interventions. Clinical phenomenon in case studies are analyzed regarding the role of
916 culture/ethnicity, spirituality, gender, and socioeconomic status as factors influencing mental health.
917 Prerequisites: NURS 500, 502, 503A, 503B (CNS concentration), 504, 506, 508. Co-requisite: 510 and 530

918
919 **Clinical Nurse Leader Option**

920

921 **NURS 550** The Clinical Nurse Leader Role and Healthcare Systems Leadership (3)
922 Introduction to the Clinical Nurse Leader role and examination of the core knowledge and competencies for
923 practice in this position. Healthcare systems leadership is transformative, with the CNL adding value to the
924 organization by using evidence-based practices to achieve better outcomes, fiscal strategies to reduce costs,
925 and educational strategies to foster learning in other health professionals. Prerequisites: NURS NURS 500,
926 502, 503A, 503B (CNS concentration), 504, 506, 508. Co-requisite: NURS 510.
927

928 **NURS 552** Quality Improvement, Evaluation and Accreditation in Nursing Organizations (3)
929 Explores the historical evolution of quality initiatives in health care and the emergence of the patient safety
930 movement to prevent errors within the system of care delivery. Provides a focus on quality assessment and
931 improvement, organizational performance, and outcomes evaluation. An in depth familiarization with the
932 Agency for Health Care Policy and Research quality and safety indicators, Quality and Safety Education of
933 Nurses (QSEN) and Quality of Care Measures (Q-SPAN) is expected. Standards for accreditation of nursing
934 service organizations are examined. Prerequisites: NURS 510 and advancement to candidacy.
935

936 **NURS 554** Resource Management, Finances and Technology in the Health Care (3)
937 Overview of health care finance and management of human, financial and community resources to ensure
938 quality, cost-effective outcomes of nursing care. Special circumstances of clients and their families are
939 considered to promote optimum use of available resources. Examines use of knowledge of information
940 systems and technology to improve healthcare outcomes at the point of care. Prerequisites: NURS 510 and
941 advancement to candidacy.
942

943 **NURS 556** Clinical Nurse Leader Patient Management in the Acute Care Setting (3)
944 Advanced study of the management of patients in a variety of acute care settings. The CNL designs,
945 coordinates, integrates and evaluates care of clients and their families at the unit level. Includes a focus on
946 application of evidence-based practice, collection and evaluation of outcomes, assessment of population risk,
947 interdisciplinary collaboration, client advocacy, client and staff education, direct provision of complex care
948 and application of cost-effective care principles in acute care of clients. Prerequisites: NURS 510 and
949 advancement to candidacy. Co-requisite: NURS 557.
950

951 **NURS 557** Advanced Field Study: Clinical Nurse Leader Patient Management in the Acute Care Setting (3)
952 The clinical practicum allows for immersion in the CNL role in the acute care setting. Students will be
953 mentored by an experienced clinical nurse leader expert in activities required in the CNL role. The minimum
954 requirement for this practicum is 90 hours. Prerequisites: NURS 510 and advancement to candidacy. Co-
955 requisite: NURS 556.
956

957 **NURS 558** Clinical Nurse Leader Management of Complex Patients (3)
958 Continuation of advanced study of the management of patients in the acute care arena. The CNL uses
959 evidence-based practice, quality research and clinical outcome data to provide comprehensive care to patients.
960 Leadership and management, collaboration and knowledge of financial and resource utilization are key
961 components of the role. Clinical expertise is required for care of complex patients and development of the
962 multidisciplinary team. Prerequisites: NURS 510 and advancement to candidacy. Co-requisite: NURS 559.
963

964 **NURS 559** Advanced Field Study: Clinical Nurse Leadership Management of Complex Patients in the Acute
965 Care Setting (3)
966 The clinical practicum allows for continuation of the clinical experience in the CNL role in the acute care
967 setting. Students will be mentored by an experienced clinical nurse leader expert in activities required in the
968 CNL role. The minimum requirement for this practicum is 90 hours. Prerequisites: NURS 510 and
969 advancement to candidacy. Co-requisite: NURS 558.

FAC: Guidelines for Departmental RTP Standards (Addendum)

C. Professional Performance (For Non-Teaching Assignments)

1. Describe department priorities and values in professional performance.

2. List the most important department priorities in terms of professional performance. In addition to discussing what is valued in professional performance, include a statement about expectations emphasized in or unique to the department with respect to professional performance. Such expectations may include, but are not limited to, descriptions of:

a. Workload in terms of assignment of responsibility

b. Types of professional duties included in a typical faculty assignment

c. Supervision of staff and/or student assistants

d. Pedagogical tools typically used in the department

e. Departmental approaches to support excellent professional performance

f. Describe the types of evidence used to examine professional performance. Include specific expectations, citing the Library/SSPAR document if necessary, rather than repeating the list.

g. Describe the value the department places on participation in program development.

h. Describe the value the department places on contributions to student learning across the curriculum.

1 **BLP Report to the Senate Executive Committee - April 29, 2009**

2
3 **Voting Members:** Staci Beavers, Patricia Stall, Kathleen Watson (chair), Robert Yamashita, Hua Yi
4 **Ex-officio Members:** Vicki Golich, Jennifer Jeffries, Wayne Veres, Diana Valdivia (ASI)

5
6 **California Indian Culture and Sovereignty Center**

7 BLP has reviewed the Proposal for the California Indian Culture and Sovereignty Center (CICSC). The committee
8 recommends approval of the proposal. The basis for this affirmative recommendation is contained in the following
9 summary.

10
11 **The mission** for the CICSC is: The California Indian Culture and Sovereignty Center will foster collaborative research and
12 community service relationships between the faculty, staff, and students of CSU San Marcos and members of local
13 Tribal communities, for the purpose of developing and conducting research projects which support the maintenance of
14 sovereignty and culture within those communities.

15
16 The proposed Center will focus on: 1) conducting and supporting research and analysis of Tribally identified concerns
17 and questions, 2) supporting the recruitment and retention of Native American students, faculty, and staff while
18 creating a sense of community and belonging among the Indian population on and off campus, and 3) preparing
19 graduates who can serve Indian communities well in support of their multiple and complex needs as a sovereign nation.

20
21 **The rationale** for the CICSC is rooted in several conditions:

22
23 San Diego County is home to the largest number of Indian Reservations (18) of any county in the United States. CSUSM
24 has consistently recognized the importance of cultivating relationships with local Tribal communities. In so doing, we
25 have made a number of important steps which are being followed, and imitated, by other universities in the area.
26 These steps include the development of the Tribal Liaison position, the hiring of a California Indian faculty member, the
27 Tribal Communities Initiatives Task Force, and of the President's Native Advisory Council. The proposed Center
28 represents a logical next step in this progression.

29
30 Native Americans have lower educational attainment rates than those from other racial/ethnic backgrounds. When
31 Native American students do apply and are accepted to four-year institutions, they are disproportionately first-
32 generation students. First-generation status is a risk factor in and of itself. Research suggests that campus cultural
33 centers can serve as an important factor in the success of Native American Students.

34
35 The proposed Center will provide a space for campus representatives and Tribal members to meet and discuss the
36 needs of Native American graduates in the context of Tribal needs. The Center would amplify the already established
37 academic program connections between CSUSM and the Tribal communities through programs in CoBA, Nursing, and
38 OBERT.

39
40 The CSUSM-Tribal community initiatives to date have laid the groundwork for the next step of formalizing a Center
41 which will serve as the essential coordinating agency in facilitating and organizing connections between the campus
42 community and Tribal communities, and will send a message to Tribes regarding CSUSM's commitment to the creation
43 and maintenance of such ties. Furthermore, it will provide a venue for researching and understanding Native
44 community concerns vis-à-vis higher education.

45
46 The establishment of the California Indian Culture and Sovereignty Center will add increased visibility and credibility
47 when engaging in grant writing efforts. Federal funds are a formidable source of future financial support for the
48 Center's mission.

49
50 Palomar Community College has a thriving American Indian Studies program. Students report that they currently choose
51 to transfer to institutions other than CSUSM. CICSC would serve as an outreach arm to these students and fulfill our
52 ethical responsibility to local tribal communities to provide a pathway to higher education for native students.

56 **Identified resource needs for Phase 1 and 2:**

57 *Phase 1: Years 1 and 2*

58
59 During the first phase, the Center will focus on:
60 • Establishing a steering committee; identifying funding opportunities;
61 • Developing a long-term strategic plan;
62 • Enhancing preexisting partnerships among University constituencies and between the University and
63 Tribal communities, and developing new relationships with Tribal communities

64
65 Phase 1 staffing: (Pending external funding)

- 66 1. Director (0.5 faculty reassignment + 1 month of summer salary)
67 2. Support staff (1.0 staff)
68 3. Steering committee
69

70 In Fall 2008 CoAS hired a new tenure-track Associate Professor in Sociology who has prior experience with Tribal
71 Government programs. CoAS has agreed to allocate to the proposed founding Center Director, Dr. Proudfit, two course
72 releases per semester and a .25 staff position through Spring 2012. Proposed summer salary is not covered by CoAS.
73 When grant support is found, staff funding could be increased to the proposed full-time (1.0) position and/or to support
74 the summer salary and additional assigned time for the director after COAS support ends at the end of Spring 2012.

75
76 *2. Phase 2: Years 3, 4, and 5*

77
78 Phase 2 goals include:

- 79 • Assessment of the Center's work during the first two years;
80 • Continuing development of funding opportunities;
81 • Continuing work of gathering input from Tribal constituencies;
82 • Establishing collaborative links between Tribal constituencies and campus resources;
83 • Development of programming both on campus and in Tribal communities which is congruent with
84 the Center's mission statement.

85
86 Phase 2 staffing will remain at the same levels as those listed for Phase 1.

87
88 *3. Space Allocation*

89
90 Ultimately, the CICSC is envisioning an office suite which will provide offices for the Director, Tribal Liaison (currently
91 housed in Extended Learning), Staff Support, an office for visiting scholars, workspace, and a general meeting space.
92 The Center was originally slated to have a dedicated space in the new Social Sciences building, but due to budget
93 constraints the status of this space is in question. They hope to occupy a comparable space in another building should
94 this facility not be available.

95
96 BLP notes that many efforts such as this begin in the founding faculty member's office and believes that the ultimate
97 space request is a long term goal and that the Center can begin its development using existing available space.

98
99 **BLP recommendation:**

100
101 Dr. Jocelyn Ahlers and Dr. Joely Proudfit, proposers of CICSC, have collaborated and consulted with internal and
102 external communities, including our past and present CSUSM tribal liaison, faculty members, the CSUSM Tribal
103 Communities Task Force, the President's Native Advisory Council, CSUSM Native students, campus administrators and
104 external community tribal leaders. All endorse the establishment of the Center.

105
106 Based upon the extensive outreach of the proposers to internal and external communities, the clear connection
107 between the Center's mission and that of CSUSM, the clearly articulated rationale relative to serving the Tribal
108 communities, and the availability of existing resources (faculty release time, partial staff time and faculty office and
109 equipment), BLP recommends the Center proposal be approved. BLP also notes the long term viability of the Center is
110 dependent on external fund development, in partnership with Neal Hoss, VP of University Advancement.